



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: South School

SAU: RSU 13

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

2012-2013 NCLB Report Card



School: South School
SAU: RSU 13
Grade: 03



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	47	47	100	66	73	70	6	60	15	19	47	0	0
	2011-2012	62	61	98	48	64	72	10	38	39	13	61	0	0
Female	2010-2011	25	25	100	72	78	74	12	60	16	12			
	2011-2012	29	29	100	52	67	77	14	38	31	17			
Male	2010-2011	22	22	100	59	67	66	<1	59	14	27			
	2011-2012	33	32	97	44	62	68	6	38	47	9			
Caucasian/White	2010-2011	44	44	100	64	72	71	5	59	16	20			
	2011-2012	58	57	98	49	66	73	11	39	37	14			
African American/Black	2010-2011	1	1	100			43							
	2011-2012	2	2	100			47							
Hispanic	2010-2011	1	1	100			60							
	2011-2012	1	1	100			65							
Asian or Pacific Islander	2010-2011	0	0				69							
	2011-2012	0	0				77							
American Indian or Native Alaskan	2010-2011	1	1	100			67							
	2011-2012	1	1	100			65							
Economically Disadvantaged	2010-2011	32	32	100	56	66	58	3	53	16	28			
	2011-2012	45	44	98	45	60	62	5	41	41	14			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	9	9	100		38	34							
	2011-2012	20	19	95	37	39	36	5	32	58	5			
Limited English Proficient	2010-2011	1	1	100			39							
	2011-2012	0	0				47							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: South School
SAU: RSU 13
Grade: 04



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	49	48	98	67	68	67	17	50	23	10	48	0	0
	2011-2012	38	38	100	50	67	71	13	37	29	21	38	0	0
Female	2010-2011	26	26	100	81	71	72	19	62	12	8			
	2011-2012	20	20	100	60	74	75	20	40	25	15			
Male	2010-2011	23	22	96	50	66	63	14	36	36	14			
	2011-2012	18	18	100	39	59	67	6	33	33	28			
Caucasian/White	2010-2011	45	44	98	66	67	68	18	48	25	9			
	2011-2012	36	36	100	50	68	72	14	36	28	22			
African American/Black	2010-2011	1	1	100			40							
	2011-2012	1	1	100			42							
Hispanic	2010-2011	1	1	100			54							
	2011-2012	0	0				60							
Asian or Pacific Islander	2010-2011	2	2	100			67							
	2011-2012	0	0				76							
American Indian or Native Alaskan	2010-2011	0	0				62							
	2011-2012	1	1	100			57							
Economically Disadvantaged	2010-2011	29	29	100	55	62	56	7	48	31	14			
	2011-2012	25	25	100	32	61	60	<1	32	36	32			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	9	8	89		26	29							
	2011-2012	10	10	100	20	38	35	<1	20	30	50			
Limited English Proficient	2010-2011	2	2	100			43							
	2011-2012	0	0				40							

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2012-2013 NCLB Report Card



School: South School
SAU: RSU 13
Grade: 03



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	47	47	100	51	61	61	21	30	32	17	47	0
	2011-2012	62	61	98	51	61	64	11	39	25	25	61	0
Female	2010-2011	25	25	100	48	62	59	28	20	28	24		
	2011-2012	29	29	100	45	60	63	14	31	24	31		
Male	2010-2011	22	22	100	55	60	64	14	41	36	9		
	2011-2012	33	32	97	56	61	65	9	47	25	19		
Caucasian/White	2010-2011	44	44	100	50	62	63	20	30	32	18		
	2011-2012	58	57	98	53	62	65	12	40	25	23		
African American/Black	2010-2011	1	1	100			30						
	2011-2012	2	2	100			38						
Hispanic	2010-2011	1	1	100			49						
	2011-2012	1	1	100			50						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	0	0				70						
American Indian or Native Alaskan	2010-2011	1	1	100			59						
	2011-2012	1	1	100			54						
Economically Disadvantaged	2010-2011	32	32	100	41	55	49	9	31	38	22		
	2011-2012	45	44	98	50	56	52	7	43	23	27		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	9	9	100		46	35						
	2011-2012	20	19	95	47	46	35	5	42	26	26		
Limited English Proficient	2010-2011	1	1	100			29						
	2011-2012	0	0				36						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: South School
SAU: RSU 13
Grade: 04



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	49	47	96	68	64	60	19	49	23	9	47	0
	2011-2012	38	38	100	55	65	66	21	34	21	24	38	0
Female	2010-2011	26	26	100	65	57	60	19	46	19	15		
	2011-2012	20	20	100	55	65	65	20	35	25	20		
Male	2010-2011	23	21	91	71	73	61	19	52	29	<1		
	2011-2012	18	18	100	56	64	67	22	33	17	28		
Caucasian/White	2010-2011	45	43	96	67	63	61	21	47	23	9		
	2011-2012	36	36	100	56	64	67	22	33	22	22		
African American/Black	2010-2011	1	1	100			31						
	2011-2012	1	1	100			31						
Hispanic	2010-2011	1	1	100			48						
	2011-2012	0	0				52						
Asian or Pacific Islander	2010-2011	2	2	100			64						
	2011-2012	0	0				71						
American Indian or Native Alaskan	2010-2011	0	0				56						
	2011-2012	1	1	100			57						
Economically Disadvantaged	2010-2011	29	29	100	59	58	48	10	48	28	14		
	2011-2012	25	25	100	44	60	54	12	32	24	32		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	9	8	89		53	31						
	2011-2012	10	10	100	40	46	37	10	30	30	30		
Limited English Proficient	2010-2011	2	2	100			35						
	2011-2012	0	0				33						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: South School
SAU: RSU 13
Grade: 3-8



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	E: 100 M: 99	E: 99 M: 99	58	E: 68 M: 68	E: 70 M: 73	99	E: 99 M: 99	E: 99 M: 99	58	E: 64 M: 57	E: 65 M: 62	94	94	95
Caucasian/White	99	E: 99 M: 99	E: 100 M: 99	59	E: 69 M: 68	E: 71 M: 74	99	E: 99 M: 99	E: 99 M: 99	59	E: 64 M: 57	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	99	E: 100 M: 98	E: 99 M: 99	49	E: 63 M: 61	E: 60 M: 62	99	E: 99 M: 98	E: 99 M: 99	51	E: 58 M: 45	E: 52 M: 48			
Students with Disabilities	*	E: 99 M: 96	E: 98 M: 98	32	E: 35 M: 34	E: 34 M: 34	*	E: 99 M: 96	E: 98 M: 98	47	E: 45 M: 22	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 36			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2012-2013 NCLB Report Card



School: South School
SAU: RSU 13



Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	20	4	6	1	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	13

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	1.27

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.